

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background**

English, a globally recognized language crucial for international communication, is introduced as a foreign language in Indonesia. This educational journey begins in junior and elementary schools, extending seamlessly into higher education. The paramount role of English as a communication medium underscores its national importance. This significance manifests in curriculum transitions, emphasizing the need for effective teaching methodologies. The focus on refining teaching strategies becomes imperative, aiming to empower Indonesian graduates with proficient English skills upon completing their education.

In the realm of learning English, four primary skills are crucial for students to grasp: listening, speaking, reading, and writing. Harmer (2007) categorized listening and reading as receptive skills, while speaking and writing fall under productive skills. Speaking, being a productive skill, is an essential component in language learning. Through speaking, we can assess language progress, convey information, share opinions, recount experiences, and communicate with others by negotiating ideas. The crucial aspect of teaching and learning English lies in enabling students to converse in the language both within and beyond the classroom. As the emphasis on language learning for communication has grown, the significance of speaking skills becomes evident.

Task-Based Language Teaching (TBLT) is a methodology in language education that focuses on teaching and learning through language tasks. These tasks are activities that involve meaningful communication and aim to develop students' language skills in a practical and interactive way. TBLT has been widely researched and implemented in various educational contexts, as it encourages learners to use the language in a more authentic manner. To address issues with speaking difficulties, teachers can employ Task-Based Language Teaching (TBLT), a proven technique efficient in enhancing students' speaking skills (Hermayati, 2017). This 20th-century method, once overlooked, has experienced a revival in frequent application. TBLT emphasizes developing cluster abilities to comprehend, complete, and solve problems within the teacher's tasks and lectures. Its primary goal is to boost learners' confidence and enthusiasm, labeling this

approach as Task-Based Language Teaching. A "task" serves as a resolution, requiring students to execute assignments that prompt thoughtful conclusions, overseen and regulated by the teacher.

Based on the researcher experience during teaching training (PPL) at SD GMIT Manumuti, the researcher found some problems like, the students afraid to ask and answer question from the teacher, the students lack skill in grammar, the students have obstacles in pronunciation and the students get low motivation in classroom situation. To enhance students' speaking abilities, various techniques like role-play, pair-work, games, interviews, information gaps, and task-based language teaching can be employed. Teachers should use Task-Based Language Teaching (TBLT) to boost students' speaking skills, while keeping classroom engaging and enjoyable. Therefore, based on the explanation above, the researcher wants to conduct a research entitled "*The Effect of Task-Based Language Teaching (TBLT) on Improving Students' Speaking Skills of SD GMIT Manumuti*" to find out the impact of implementing Task Based Language Teaching on development students' speaking skill at SD GMIT Manumuti. This research is expected to be useful for all readers, especially for teachers, students, schools both theoretically and practically.

## **1.2 Research Problem(s)**

Does the implementation of Task-Based Language Teaching (TBLT) affect Students' speaking skills of SD GMIT Manumuti?

## **1.3 Aim(s) of Study**

This study aims to find out the effect of implementing Task Based Language Teaching (TBLT) on development of students' speaking skill at SD GMIT Manumuti.

## **1.4 Significance of Study**

### **1.4.1 Implication**

This research is expected to support and enrich theory about the Effectiveness of Task-Based Language Teaching to Improve Students' Speaking Skills by Morita Panduwangi (2021) stated that Task-Based Language Teaching (TBLT) shows significant improvements in speaking in terms of accuracy and fluency.

#### **1.4.2 Application**

- 1 For students: The students enjoy activity in teaching and learning process. Because the teacher teach using Task Based Language Teaching (TBLT). This method will make students get motivation to always learning English because they find the way how to learn English easily.
2. English Teachers: this research will help teachers determine effective techniques to improve students' speaking skills. The researcher anticipates that these findings will be a valuable resource for teachers to apply in their future speaking instruction.
3. Future researchers: aspire for their research to produce valuable information and references for future researchers. They aim to contribute new knowledge and improve teaching and learning practices.